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Grade Three Thematic

Home Instructor's Guide and Assignment Booklet



Module 8B:
The New World
Day 10 to Day 18



Learning
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EDUCATION

Grade Three Thematic
Module 8B: The New World
Home Instructor's Guide: Days 10–18 and Assignment Booklet 8B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module 8B: The New World

In Module 8B the student continues to explore the history of North American settlement. The science focus is on building with a variety of materials. In English language arts the student reviews strategies to read for information, works on creative writing skills, and develops vocabulary by studying antonyms and synonyms.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include the following:

- using a variety of simple techniques to build things for specific purposes
- selecting appropriate materials and explaining choices
- using simple materials, such as cloth, clay, paper, and wood, to build a variety of objects
- selecting simple tools and using them safely
- understanding and using a variety of methods to join or fasten materials
- identifying the intended use and purpose of an object
- identifying, with assistance, sources of information and ideas, and accessing the information and ideas
- understanding that simple designs are often as effective as more complex ones, but may be less expensive and easier to build
- recognizing the importance of good workmanship

Science problem-solving skills include the following:

- identifying the purpose of the object to be constructed
- attempting a variety of strategies to complete tasks
- identifying the steps followed in completing the task and explaining the purpose of each step
- identifying the materials and how they are used
- engaging in all parts of the task
- communicating the results of construction activities using written and oral language and pictures
- evaluating the product and identifying possible improvements

Social studies outcomes include the following:

- evaluating ideas and information from different points of view
- applying terms related to time, including past, present, and future, correctly
- creating and using a simple map to locate communities in the world

- applying new ideas and strategies to contribute to decision making and problem solving
- making connections between cause-and-effect relationships from information gathered from varied sources
- comparing information on the same issue or topic from print media, television, photographs, and the Internet
- appreciating similarities and differences among people and communities
- demonstrating an awareness of and interest in the beliefs, traditions, and customs of groups and communities other than their own
- examining the geographic characteristics that shape communities in other parts of the world
- examining the economic factors that shape communities in other parts of the world
- appreciating and examining elements of global citizenship
- developing skills of historical thinking
- developing skills of geographic thinking
- demonstrating skills of oral, written, and visual literacy
- developing skills of media literacy

English language arts outcomes include the following:

- identifying types of literature
- responding to a variety of texts and genres
- reading silently with accuracy and confidence
- developing a variety of comprehension strategies, including setting a purpose for reading
- connecting personal experiences to those of a character
- telling and writing about favourite characters or parts of text
- using a dictionary to confirm meaning
- using a thesaurus to find synonyms
- drafting ideas into a paragraph with a topic and supporting sentence
- organizing and sharing ideas and information
- presenting oral readings with fluency, rhythm, and appropriate intonation
- choosing words to add detail and create desired effects
- experimenting with words and word meanings to produce a variety of effects
- using punctuation, including exclamation marks, appropriately
- writing legibly
- using sentence variety in writing
- adding sufficient detail to sustain plot and tell about the setting and characters
- combining and rearranging information to accommodate new ideas
- editing for complete and incomplete sentences, punctuation, and spelling
- finding information to answer a research question
- self-questioning to identify information needed
- asking topic-appropriate questions
- using captions, headings, pictures, and graphic organizers to access information
- summarizing data by jotting or using point form
- organizing ideas and information

- recording sources of information using titles
- expanding knowledge of language
- making inferences about a character's actions or feelings
- using print and non-print aids to illustrate ideas and information
- discussing ways that visual images convey meaning

Before beginning this module, borrow library books for shared reading and silent reading. Choose stories about the Canadian fur trade, pioneers, and refugees. In Day 10 the student is asked to research the fur trade. Non-fiction articles, Internet sites, or books about the fur trade and trading posts will be required.

To develop spelling and reading skills in this part of the module, phonics and spelling activities continue to focus on synonyms and antonyms.

Music

Provide a variety of musical opportunities for the student. You may wish to include some traditional French-Canadian music, pioneer fiddle music, or Latin-American songs and music. Studying traditional dances, such as Métis jigging, square dancing, or Latin-American folk dances, may extend the student's musical knowledge.

Art

The student will design several models in this part of the module. The following art concepts are integrated into these activities:

- Durability influences the function of an object.
- Materials influence the form and function of an object.
- Designs can be illustrated visually.
- Feelings and moods can be interpreted visually.
- Two- and three-dimensional materials can be used to develop more complex structures.

The student also completes a watercolour painting to illustrate a scene from a story. The following art concepts and skills are addressed:

- extending brush skills and experimenting with paint
- mixing paint to show intensity of colour
- using a preliminary sketch as a basis for painting
- illustrating subject matter visually

Drama

The student pantomimes a variety of actions.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended. The student should continue to walk or jog in the community as part of the fitness routine. When no specific activity is scheduled, swimming or sports, such as soccer or softball, are good options.

Technology

The student may use the Internet to research information about the Canadian fur trade. Remember, the information on the Internet may not be at the student's reading level.

Help the student when he or she gathers information.

- **Read** the information with the student.
- **Print** any interesting information the student can use.
- **Gather** the information in the Writing Folder for writing and research assignments.

The student will use the computer to plan, compose, revise, and print the historical fiction story on Days 15, 16, and 17. Be sure your student understands and can use common computer tools, such as spell-check and font selection. Proper keyboarding techniques should be taught.

Required Materials

The student will need the following items for Module 8B:

- Module 8B Student Module Booklet
- Module 8B Assignment Booklet
- *Collections: Carving New Frontiers*
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- Writing Folder
- Art Folder
- Footsteps Learning Log
- materials for building projects, such as wooden craft sticks, twigs, wood scraps, cardboard pieces, cardboard rolls, drinking straws, glue, tape, and string or wire
- thesaurus
- watercolour paint
- small container of whipping cream
- modelling clay
- relief map
- interlined notebook or paper for handwriting

Special Activities

Research

Day 10: research to answer questions about fur traders and trading forts

Field Trips

Day 10: an optional trip to a restored or replica fort, such as Fort Edmonton, Fort Macleod, or other local fort

Projects

Day 10: creating a model fort

Day 11: relief map

Day 16: relief map

Day 17: creating a brick structure

Cooking

Day 13: making butter

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your local librarian may be able to suggest additional or alternative books.

Fiction: Short Stories and Picture Books

The Patchwork House, Sally Fitz-Gibbon
The Patchwork Quilt, Valerie Flourney
The Silver Path, Christine Harris
The Roses in My Carpets, Rukhsana Khan
From Far Away, Robert Munsch and Saoussan Askar
The New Land: A First Year on the Prairie, Marilyn Reynolds
The Prairie Fire, Marilyn Reynolds

Fiction: Chapter Books

Wagon Wheels, Barbara Brenner
The Broken Blade, William Durbin
Wintering, William Durbin
Trouble at Fort LaPointe: American History Mysteries, Kathleen Ernst
Belle's Journey, Marilyn Reynolds
Pioneer Sisters, Laura Ingalls Wilder
School Days, Laura Ingalls Wilder

Non-Fiction

Dia's Story Cloth: The Hmong People's Journey of Freedom, Dia Cha
Leaving Vietnam: The True Story of Tuan Ngo, Sarah Kilborne

Internet

Search using the keywords *fur trade*, *refugees*, or *free + Spanish language lessons*.

Daily Summaries

Read each day's summary and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel more practice is needed, you can extend the activities or create new tasks for the student.

In Module 6A the student began self-marking the work in the Student Module Booklet with your assistance. Continue to monitor your student closely as he or she self-marks the activities. Be sure that the student completes the activities in the Student Module Booklet before looking at the Suggested Responses at the end of the day's lessons. Assist the student to locate each question and compare the answers, if he or she requires help. Be sure the student has written the correct answer in the case of incorrect responses. Encourage the student to use a different colour pen for the corrections. It is important that the work be corrected for future reference and study.

Introduction to Module 8B

Before the student begins Day 10, introduce the module by reading aloud the following story:

Setting Sun, Crescent Moon, and several playful stars were passing each other in the vast prairie sky.

"If only the stars weren't always twinkling and sparkling," grumbled Crescent Moon, "I would tell them a tale of a First Nations man who paddled to a trading fort in a canoe shaped just like me."

"If only the stars weren't always showing off," grumbled Setting Sun, "I would tell them of a pioneer family who left a factory town in Europe and travelled in an ox-drawn wagon with wheels shaped just like me."

The playful stars who were playing a memory game didn't notice the frowns of Setting Sun and Crescent Moon.

"Do you remember the sure footsteps of First Nations people walking through the waves of prairie grass?" asked Twinkling Star.

"Do you remember the strong footsteps of the fur traders?" asked Golden Star.

"Do you remember the tired footsteps of the pioneers reaching their lonely homesteads?" asked Sparkling Star.

"Do you remember the hopeful footsteps of refugees climbing the stairs to city apartments?" asked Showy Star.

"I hear the running footsteps of an eager student!" cried Baby Star. Everyone stopped grumbling, sparkling, and showing off when they noticed the student. "Now everyone can tell their stories!" exclaimed Baby Star.

Ask the student to tell you about the stories the sun, moon, and stars wanted to share. Explain that over the next nine days, the student will have a chance to hear the tales that the characters in the introduction want to share.

Day 10

Learning Outcomes

A K-W-L chart is begun, and the student lists what is known about the fur trade and what information is not known. Then information is read to begin the research process. Spelling words are introduced with the pre-test. Synonyms are introduced, and a list is begun in the Writing Dictionary. A page entitled Fur Traders is added to the Footsteps Learning Log. The student designs and constructs a model fort.

Materials You Need Today

- construction materials for a model fort, such as wooden craft sticks, twigs, wood scraps, cardboard pieces, cardboard rolls, drinking straws, glue, tape, and string or wire, which the student may choose from
- resource materials in which to research student questions about fur traders

Getting Started

After listening to the introductory story, the student discusses what he or she knows about fur traders and trading posts.

On the chalkboard or chart paper, create a K-W-L chart like the following:

What I Know About Fur Traders	What I Want to Know About Fur Traders	What I Learned About Fur Traders

In the first column, write in any facts that the student knows about fur traders. In the second column, write the three questions that the student poses. Guide the student in choosing appropriate questions, if necessary.

The Fur Traders

The student reads information about the fur trade and answers a series of multiple-choice questions. The student then goes back to the K-W-L chart to consider whether the information answered any of the questions posed. If any questions were answered, the student will verbalize the answers to you, and you can add them to the chart.

The student then considers where to find the answers to the questions that remain. Help the student choose an appropriate way to find the answers to the questions.

Using the type of resources that were chosen, the student looks for the answers to the questions he or she posed. When the answers have been discovered, the student can add them to the K-W-L chart.

If you live near a replica fort or museum with fur trade displays, a field trip would be very beneficial to the student. The student could find the answers to the questions by observation or interviewing a knowledgeable person there. Hands-on and audiovisual experiences can be richer and more memorable than research in text form.

Spelling

The spelling list for Days 10 to 18 includes eight high-frequency synonyms and antonyms. Dictate the words when the student is ready to write the pre-test.

Say each word. Say the word in a simple sentence and repeat the word.

These are the spelling words:

- town
- village
- money
- cash
- together
- apart
- noisy
- quiet

Phonics

The student learns how to use synonyms to improve written work. After completing some activities in the Student Module Booklet and *Modern Curriculum Press Phonics: Level C*, the student begins to make a list of synonyms that he or she may use in writing activities.

Footsteps Learning Log

Information that was noted on the K-W-L chart earlier today is written in paragraph form in the Footsteps Learning Log. The student is asked to write a topic sentence about fur traders and then to create supporting sentences to add the information that was discovered.

The student is also asked to note the titles of the resources that were used. These titles should be added to the bibliography page that the student created in an earlier lesson.

Make a Model Fort

In this activity the student observes pictures of forts and then designs and constructs a model fort. The student chooses materials, draws a diagram, and writes the plan in the first three questions of Assignment 2. The model can then be constructed. After constructing the model, the student evaluates the structure in the fourth question of Assignment 2. This activity may take the student more than one day if the model is an elaborate one.

The student may wish to construct a fort that would be suitable for use in dramatic play with small action figures. Other props may be added to encourage creative dramatic play. If you wish to extend the student's learning, he or she could create a presentation using the fort and the action figures.

Day 11

Learning Outcomes

The student reads a story about a pioneer girl's journey from Europe to the Canadian prairies. Letter format is used to respond to the text. The spelling words are entered in the Writing Dictionary and challenge words are selected. Synonyms are further explored. Map skills are further developed by adding to the relief map created in Module 8A.

Materials You Need Today

- atlas
- relief map
- blue modelling clay

Getting Started

Review what the student learned about his or her community in the past. If necessary, ask the student to check back to the report "My Community in the Past." It was completed on Days 9, 10, and 11 in Module 1.

Spelling

Help the student choose four challenge words. If you have noticed any high-frequency words spelled incorrectly in the student's written work, assign them as challenge words. Some other words you may want to consider are the following:

- | | | |
|-------------|----------------|--------------|
| • settlers | • immigrant | • trader |
| • refugee | • trading post | • safety |
| • homestead | • English | • settlement |
| • French | • prairie | • Spanish |

“Pettranella”

The student begins a new story in *Collections: Carving New Frontiers*. The student reads the first portion of the story and answers several comprehension questions.

After discussing a time that the student was separated from family or friends, a letter is written from the point of view of Pettranella, the main character in the story.

Map Skills

The student uses the atlas to add more information to the relief map that was created in Module 8A.

Day 12

Learning Outcomes

The student further responds to the story read on Day 11. The focus is on identifying the author’s descriptions to visualize the events. A reading response is completed. Spelling words are practised in context. Using a thesaurus for locating synonyms is explored. The student further investigates settlers’ homes, particularly the construction of sod homes. The student sketches and then uses watercolours to create an illustration for the story.

Materials You Need Today

- thesaurus
- computer with a word-processing program
- watercolour paint

Getting Started

To begin the day the student imagines what it would be like to be a settler heading out into unknown lands. The student also draws a cartoon and checks a dictionary for the meanings of some words that appear in the story “Pettranella.”

“Pettranella”

The focus for today’s reading activity is on using the author’s descriptions to visualize the events. A reading response for the story is completed in the Assignment Booklet.

Spelling

Spelling Dictation Steps

- Prepare a space on the blackboard or on chart paper for the spelling sentences.
- Say the word.
- Dictate (say) the complete sentence. Repeat the word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student’s work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until they all have been written.

Tell your student to think carefully about the sentence before adding the punctuation. Some of the sentences are statements, some are questions, some are commands, and some are exclamations.

Dictation Sentences

town: I live in a small town.

village: What is the name of the village?

money: How much money do you have?

cash: Please pay with cash.

together: They went to the park together.

apart: Keep the dog and cat apart!

noisy: Why is the truck so noisy?

quiet: Be quiet!

Phonics

In this activity the student practises finding synonyms in a thesaurus and on the computer. These activities may be completed at a library if you do not have a thesaurus or a computer in your home.

Another Kind of Home

The student learns more about sod homes and why they were built by settlers. After studying pictures and thinking about the properties of the materials, the student completes an activity in the Assignment Booklet.

Prairie Images

The student examines the illustrations in “Pettranella” and creates an original illustration using watercolours. Allow the student some time to experiment with the paints to create soft, blended effects.

Day 13

Learning Outcomes

As an introduction to today’s work, the student studies a picture, reads a poem, and discusses the meaning of some words. Strategies for extracting information from non-fiction text are reviewed. The student practises using pictures, captions, headings, and keywords as sources of information. The student investigates how the purpose of certain objects determines the design and materials used to construct the objects. Handwriting skills are combined with practising spelling words.

Materials You Need Today

- whipping cream

Getting Started

To get ready for today’s work, the student studies a picture, reads a poem, and discusses the meaning of two words from the poem.

The student may not know what the children in the illustration are doing. If the student is unsure, point out that one child is filling the wood box, another is grinding something (probably coffee), and a third is cooking something over a fire.

“A Pioneer Child’s Day”

Strategies for extracting information from text are reviewed. The student practises using pictures and captions, headings, and keywords as the article “A Pioneer Child’s Day” is read.

What’s the Purpose?

A variety of antique objects is examined. The student thinks about the purpose of each object and explains how the purpose affects the choice of design and materials.

If the student is unfamiliar with a butter churn, explain that a tall barrel, ceramic crock, or hollowed log was used as a container for cream. A paddle or plunger fit inside the container to move the cream rapidly back and forth. After some time, the cream became thick and eventually turned into butter.

The student is asked to think of a way to make butter without a churn. If the student has no ideas, lead him or her to see that any closed container shaken back and forth could be used to create the same motion. The student may put the cream into any jar with a tight-fitting lid and shake it back and forth. Using a glass jar allows the student to watch the cream change. It will take some time for this to happen. Cream turns into butter more quickly if it is at room temperature. Another alternative is to use an electric mixer or a hand beater. Let the student whip the cream until it turns first to whipped cream and then to butter.

Day 14

Learning Outcomes

A short poem introduces sensory words and the day’s theme. The student writes a similar poem from his or her point of view. Headings, captions, keywords, and photographs are used to gather more information about recreational activities of pioneer children. Then the student compares his or her recreational activities to those of pioneer children. The use of exclamation marks is introduced. Antonyms are explored. Handwriting and editing skills are applied to writing the poem. The student practises extracting information from a time line.

Getting Started

A short poem introduces the day’s theme. After reading the poem and answering questions, the student follows the pattern to write a poem. The student will edit and rewrite the poem later today.

“A Pioneer Child’s Day”

Information from Day 12’s reading is reviewed. The student continues to use headings, captions, and keywords to gather information from “A Pioneer Child’s Day.” The student lists personal recreational activities and compares his or her activities to those of a pioneer child.

Using Exclamation Marks

After reviewing the four types of sentences, the use of exclamation marks is examined. Discuss the punctuation marks that the student used in the poem written earlier today. If the student used exclamation marks, ask him or her to explain why they were used.

Phonics

Antonyms are introduced today.

Read the following rhyme to the student:

Nights are dark and days are light.
Rain clouds are dull and the sun is bright.
You are young and Great-Grandpa is old.
Rabbits are timid and foxes are bold.

Say the following pairs of words from the rhyme:

- *dark* and *light*
- *dull* and *bright*

Ask the student what is special about the word pairs. Most students will immediately recognize that the words are opposites or that they have opposite meanings. If the student does not volunteer that information, say a few more opposites, such as *cold* and *hot*, *up* and *down*, *weak* and *strong*, and *tame* and *wild*.

Explain that another name for opposites is antonyms. Write this word on the chalkboard or whiteboard.

Read the rhyme again and ask the student to find two more antonyms.

Footsteps in the New World

This activity is designed to help the teacher evaluate the student's ability to interpret graphic information, such as a time line. The Assignment Booklet activity also tests general knowledge that the student has gathered about the theme. The student must complete this exercise independently.

Day 15

Learning Outcomes

Today begins with a poem about a general store. Context and dictionary skills are applied to any unfamiliar vocabulary, and the goods needed by the settlers are explored. Spelling words are practised using the structure of a spelling bee. The student learns more about how communities were formed and plans and writes a historical fiction story.

Getting Started

The student thinks about the role of the local store in pioneer life. The student makes a list of goods that pioneers may have needed.

The General Store

The student reads a poem about an old-fashioned general store. Some of the vocabulary may be unfamiliar. The student is asked to list any unfamiliar words. Two phrases are discussed and defined. If there are other words the student does not understand, offer a definition or suggest the student look them up in a dictionary. Several questions about the poem are assigned.

Spelling

Explain that a spelling bee is a contest between students to see who can spell the most words correctly. One way to have a spelling bee is to have the students stand up. The teacher asks one student to spell a word, saying the letters aloud. If that student spells the word correctly, he or she remains standing. If the student can't spell the word, he or she sits down, and the next student tries to spell it. The last student standing is the winner.

If possible, have the student participate in a spelling bee with another student or group of students. Choose spelling words from this module (and other modules in the course if necessary) that are appropriate for grade three students. If students of other ages are involved, dictate words suitable for their grade level.

The student could compete against an adult in the home if no one else is present. In that case, choose words suitable for an adult.

New Settlements

The student learns more about how communities were formed. After reading some information, the student explains how his or her local community was formed. The student probably discovered this information in Module 1A. If necessary, ask the student to look back to that module. If this information was not discovered in Module 1, the student may need to ask you or someone who is familiar with the community's history.

Write a Story About the Past

In this activity the student integrates what he or she has learned about the past with several writing skills that have been taught throughout the year. The student chooses a historical topic, plans a story, and writes a rough draft. The student may choose to use a word-processing program and a computer.

This story will be edited on Day 16.

Day 16

Learning Outcomes

The day begins with an exploration of the concept of a refugee in preparation for reading a story about a refugee family coming to Canada. Comparisons are made between the homeland (Central America and South America) and Canada. Spelling words are reviewed. The student edits and revises the historical fiction story begun in Day 15.

Getting Started

The word *refugee* is defined and discussed. The student reads a short poem and answers several comprehension questions about the poem.

At the end of the activity, the student is asked to imagine what it would be like to be a refugee in a new land. The student is asked to consider what stories, songs, and talents he or she would share with neighbours in a new land.

“Marisol and the Yellow Messenger”

The student reads the first section of this story to find out about the characters and setting. The student also learns about the problem that the main character faces.

The student may encounter words that he or she does not recognize. Encourage the student to find the meaning of these words in a dictionary. If the word is not in the junior dictionary, define the word for your student. The Spanish word *pequeña* (pe - KEN - ya) appears in the story. It means “little one” or “small one.”

Central America and South America

After using an atlas to locate the countries in Central America and South America, the student uses the map scale to determine distance.

Edit Your Story

The student edits the story written on Day 15. He or she is asked to improve the story by adding images, details, sentence variety, and humour. The student is also directed to check for the correct order of events, spelling mistakes, and punctuation marks.

If your student chose to write the story on the computer, the editing may also be done on the computer. Be sure the student understands how to insert, delete, and backspace.

Day 17

Learning Outcomes

The student finishes reading “Marisol and the Yellow Messenger,” investigates point of view, and examines cause-and-effect relationships. The final copy of the historical fiction story is produced. The student learns more facts about Central America and South America. Reasons for refugees leaving their homelands are explored. The student reviews spelling words, and an entry about refugees is added to the Footsteps Learning Log. Finally, the student experiments with designing and building a structure using bricks.

Materials You Need Today

- modelling clay

Getting Started

After reading a short poem, the student reviews the first part of the story “Marisol and the Yellow Messenger.”

“Marisol and the Yellow Messenger”

The student finishes reading the story to find out about the yellow messenger. Two activities are completed after the story is read. One activity deals with point of view and the other examines cause-and-effect relationships. Discuss the meaning of the word *infer*.

Rewrite and Proofread Your Story

The story written on Day 15 is rewritten and proofread. The student may rewrite the story by hand or on a computer. If the computer was used to write and edit the story originally, the student will need only to print the story and proofread it.

Central and South America

The student learns a few facts about Central and South America. The text discusses why refugees may flee their country of origin. The ideas of persecution and civil war may be difficult for a student to understand. If necessary, spend some time discussing these and giving examples.

Build a Brick Structure

In this activity the student may choose to build a model of an adobe building or of a Mayan pyramid. Bricks may be created from modelling clay. Alternatively, the student could use Lego or wooden building blocks.

Day 18

Learning Outcomes

The student rereads a poem and recalls and chooses a favourite character. Character sketches are explained, and the student creates a web for a character sketch. The student revisits the Footsteps Learning Log and the relief map to discuss and share. The spelling test is written. The student selects at least two projects to present to an audience.

Getting Started

The student rereads the poem from the introduction of Module 8A and recalls the characters who were introduced. The student also chooses his or her favourite character and explains why that character is favoured.

A Character Sketch

A character sketch is explained and a web for a character sketch is created as an assignment.

Footsteps

The student is asked to look back at the Footsteps Learning Log and to choose a favourite page. The student will read the page aloud for you.

The student is also asked to tell you about the routes that were plotted on the relief map. The relief map should show paths from

- Maine, in the United States, and southern Quebec, along the St. Lawrence (Two-Feather's footsteps)
- Virginia, in the United States, and West Virginia (the footsteps of Booker T. Washington)
- St. Lawrence River and on to Manitoba (Pettranella's footsteps)

The relief map should also show mountainous areas in North America. You may want to check with the student's atlas to confirm the accuracy of the placement of the mountains. The oceans and other bodies of water should have labels.

Spelling

Say each word. Say the word in a sentence and repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- town
- money
- together
- noisy
- village
- cash
- apart
- quiet

Sharing Your Work

Allow the student to share at least two projects from this module. The student may wish to share the relief map, Footsteps Learning Log, model buildings, historical fiction story, or any other project from Modules 8A and 8B. Arrange for an audience. Encourage the student to think about what will be presented, how it will be presented, and what he or she will say.

Observe the student as the work is presented. Is the student becoming increasingly confident? Can he or she recall facts and examples? Can the student answer questions that the audience may pose? You will be asked to comment on this skill when you complete the home instructor's comments.

ASSIGNMENT BOOKLET 8B

Grade Three Thematic
Module 8B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE

(if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

3

Grade Three

Thematic

Assignment Booklet



Module 8B:
The New World
Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	
Assignment 10	
Assignment 11	

Teacher's Comments

Grade Three Thematic
Module 8B: The New World
Assignment Booklet 8B
Learning Technologies Branch

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1**Spelling Pre-test**

Write each word as your home instructor says it.

Assignment 2

A Model Fort

Complete the following outline.

Task: to build a model fort

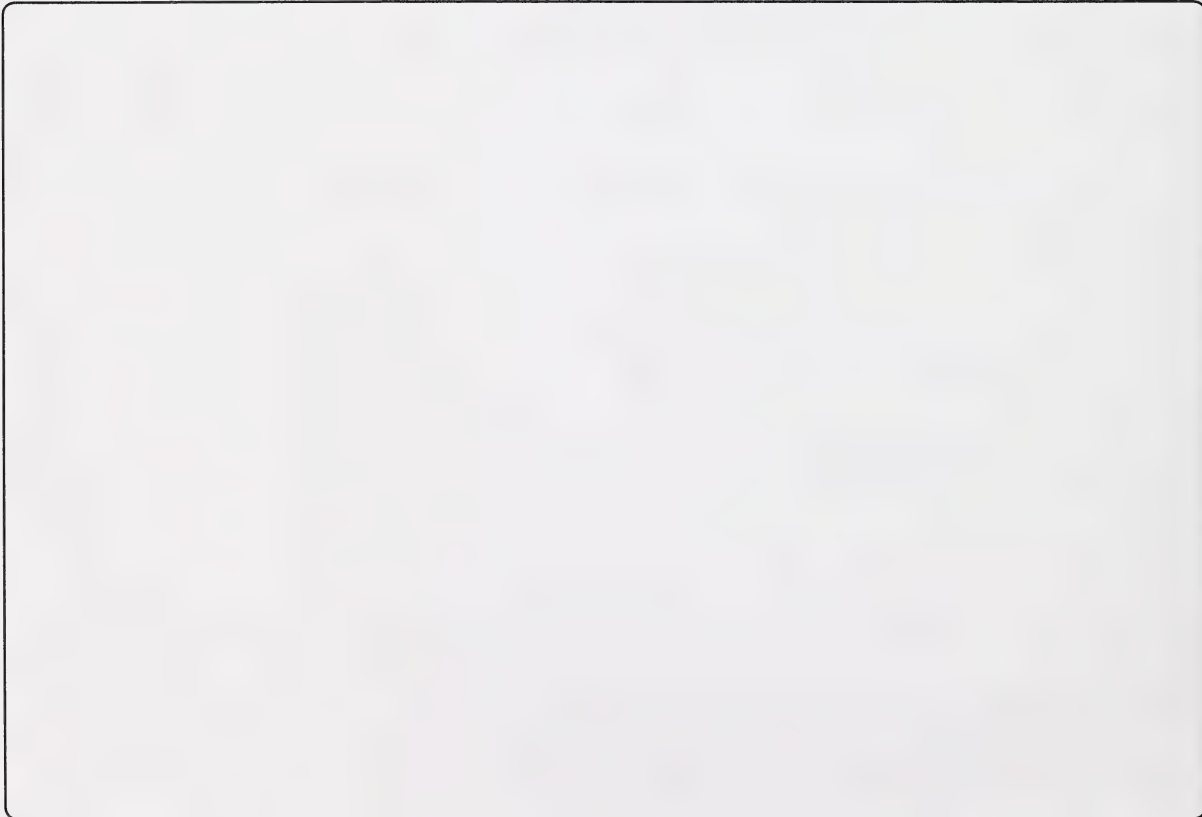
1. **Materials:** Tell which materials and tools you plan to use.

building materials: _____

joining materials: _____

tools: _____

2. **Diagram:** Draw a diagram and label it to show your design.



Assignment 2 continued

3. **Procedure:** Explain how you will build the fort.

4. **Evaluation:** Tell what happened when you built the fort.

What worked well?

What didn't work?

Next time I will _____

Assignment 3

Reading Response

Tell about the story "Pettranella."

1. Fill in the following information:

Story Title: _____

Author: _____

Illustrator: _____

Setting: _____

Characters: _____

Story Problem: _____

Solution to the Problem: _____

Assignment 3 continued

2. My favourite part of this story is _____

3. Circle one of the following responses and then fill in the rest of your answer.

I **would** **would not** recommend this story to a friend because

Assignment 4

Building Advice

Help the neighbours build a cabin. The questions they ask Pettranella's parents are listed. Answer each question for them.

1. What is the purpose of a cabin?

2. Where should the cabin be built? Is low land or high land better? Why?

3. What kind of materials should be used for the walls and roof?

4. How do you make the walls stable so they don't fall in?

Assignment 4 continued

5. How do you keep the roof from falling down?

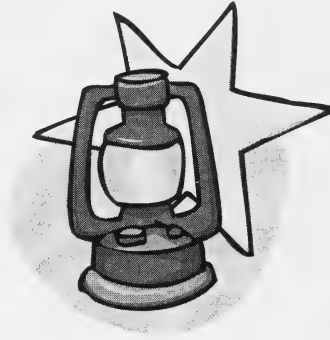
6. What tools will be needed?

7. How can I use the tools safely?

Assignment 5

What's the Purpose?

Look at each object and tell about its purpose. Then choose the best material for making the object and explain why you chose that material.



1. Purpose of the object: _____

2. The best material for the object is

metal and glass

cloth

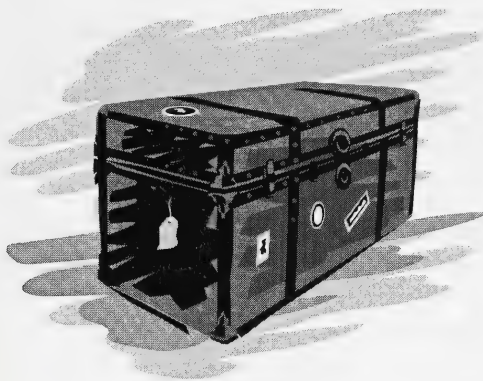
wood and plastic

because _____

3. Do you think it would be a good idea to add a handle to this object? _____

Why or why not? _____

Assignment 5 continued



4. Purpose of the object: _____

5. The best material for the straps is **paper** **wood** **leather** because

6. Do you think it would be a good idea to add small wheels to the bottom of

this object? _____

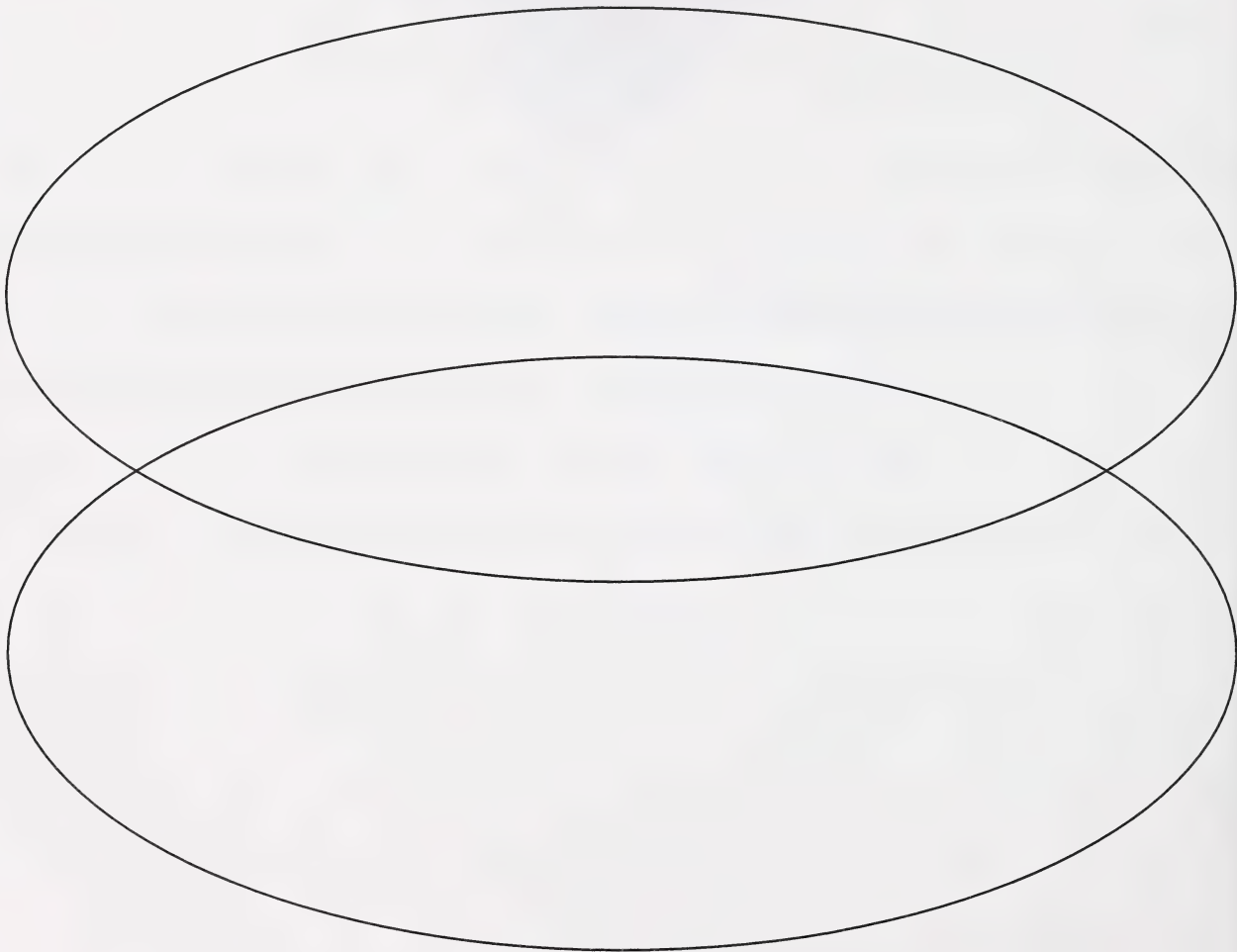
Why or why not? _____

Assignment 6

A Venn Diagram

Use the lists you made in Student Module Booklet 8B to add information to the following Venn Diagram. Write the activities you do for fun in the top circle. Write the activities a pioneer child did for fun in the bottom circle. Write activities you both do in the intersecting part of the circles.

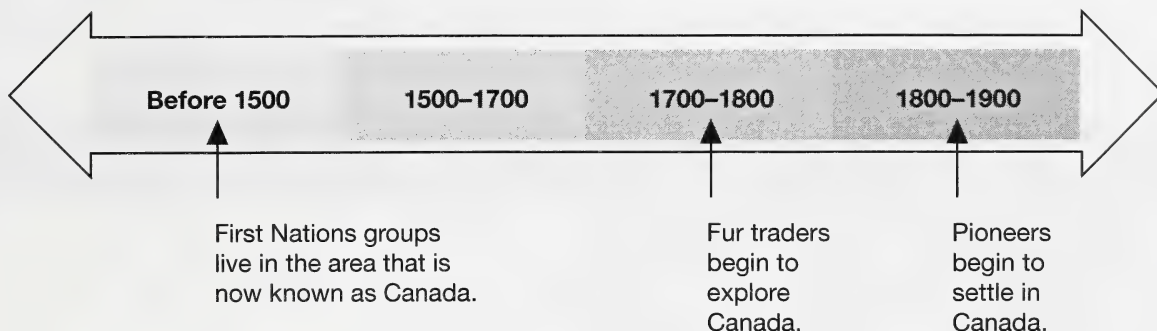
Activities You Do for Fun



Activities a Pioneer Child Did for Fun

Assignment 7

A Time Line



Use the time line and the information you have learned to help you answer the following questions.

1. Who first lived in the area that is now known as Canada? _____
2. What is the name of one of the First Nations? _____
3. On this time line, which group came to Canada the latest? _____

4. Why did the pioneers come to Canada? _____

5. Fur traders came to Canada

over 1000 years ago
about 300 years ago
nearly 50 years ago
6. Most of the fur traders were from which countries? _____

7. What type of goods did First Nations people get when they traded their furs? _____

Assignment 8

Cause and Effect

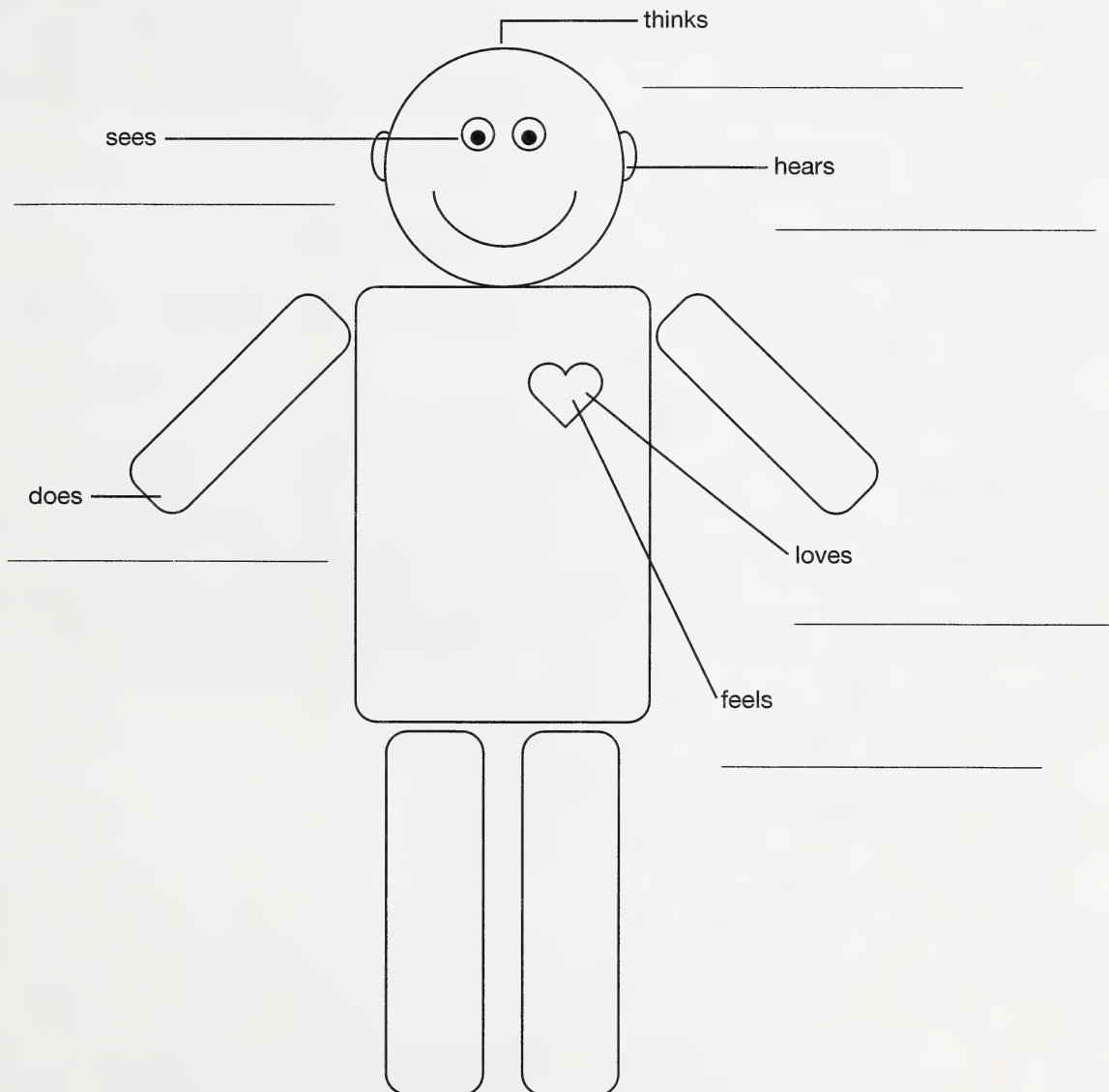
Refer to “Marisol and the Yellow Messenger” in *Collections: Carving New Frontiers* to complete the table.

Action of the Characters (Effect)	Reason for the Action (Cause)
The adults dig out cars.	
The little brothers both talk to their mother at once.	
Marisol stands at the door of her apartment, waiting.	
There is a great uproar in the apartment.	
Marisol's pain begins to flow out of her body.	
Marisol and her brothers run home laughing after they play in the snow.	
Marisol and her brothers plead with their mother to let the bird stay.	

Assignment 9 Character Sketch

Character's name: _____

Tell one thing the character sees, thinks, hears, loves, feels, and does.



Assignment 10 Spelling Test

Write each word as your home instructor says it.

Assignment 11**Science Reflections**

1. When I look back at my work in science, I feel proud of _____

2. One thing I still have difficulty doing is _____

3. Mark all the answers that tell about you.

I am good at

- ☐ making observations in science experiments
- ☐ drawing diagrams
- ☐ selecting and using materials
- ☐ predicting what will happen in an experiment or task
- ☐ telling the procedure of an experiment or task (how to do an experiment or task)
- ☐ communicating what I have learned

Put a check mark beside the things you can do.

- ☐ I can use captions, headings, time lines, tables, and maps to find answers to questions.
- ☐ I can think of or find synonyms and antonyms for words.
- ☐ I can use a variety of sentence types in stories.
- ☐ I can tell about the purpose of objects or structures.
- ☐ I can tell how some people came to live in North America.

Student's Comments

Look back at the comments you made on your journal pages. Do you think you are getting better at writing stories? What do you do well?

What part of writing stories is still difficult for you?

Module 8B

Home Instructor's Comments

Check **yes** or **not yet** for each item.

The student is able to

- | | | |
|---|------------------------------|----------------------------------|
| • use synonyms to replace over-used words in personal writing | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • interpret time lines, tables, captions, headings, and maps for information | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • make inferences about the thoughts, actions, and feelings of a character | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • evaluate his or her science skills accurately | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • carry out building tasks and record the results | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • extract information from text or oral presentations | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • use punctuation marks, including exclamation marks, correctly in writing activities | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's ability to organize and share information orally.

Do you have any questions or comments about this part of the module?

Module 8B

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 12:** prairie scene watercolour
- ☐ **Day 14:** handwritten poem
- ☐ **Day 17:** historical fiction story
- ☐ **Day 18:** Footsteps Learning Log
- ☐ **Day 18:** Assignment Booklet 8B